

Website: <http://www.shrewsbury-ma.gov/schools/index.asp/Sps/Schools/Paton/>

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Walter J Paton: 2006 AYP Data

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Asian or Pacif. Isl.	15	15	-	-	27	95.4	-	-	-	96.8	-0.1	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	160	160	100	Yes	317	93.6	Yes	0.3	Yes	96.5	0.1	Yes	Yes

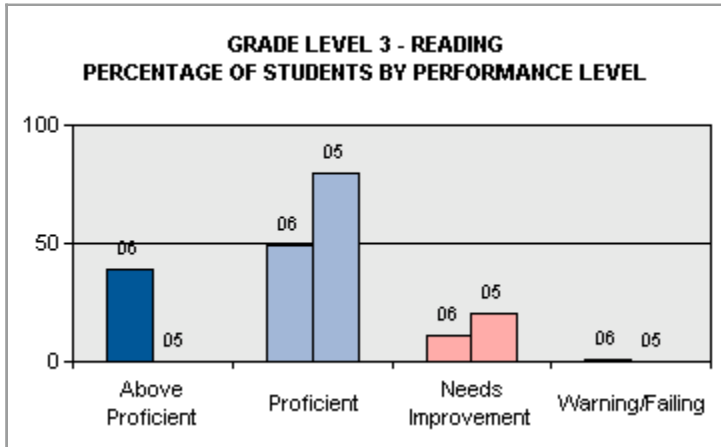
MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	178	178	100	Yes	167	84.1	Yes	1.8	Yes	96.5	0.0	Yes	Yes
Lim. English Prof.	6	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	23	23	-	-	25	65.0	-	-	-	96.2	0.1	-	-
Low Income	13	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	11	-	-	-	-	-	-	-	-
Hispanic	3	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	160	160	100	Yes	154	83.8	Yes	1.6	Yes	96.5	0.1	Yes	Yes

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	

Walter J Paton: 2006 MCAS Data - By Grade, Subject and Subgroup

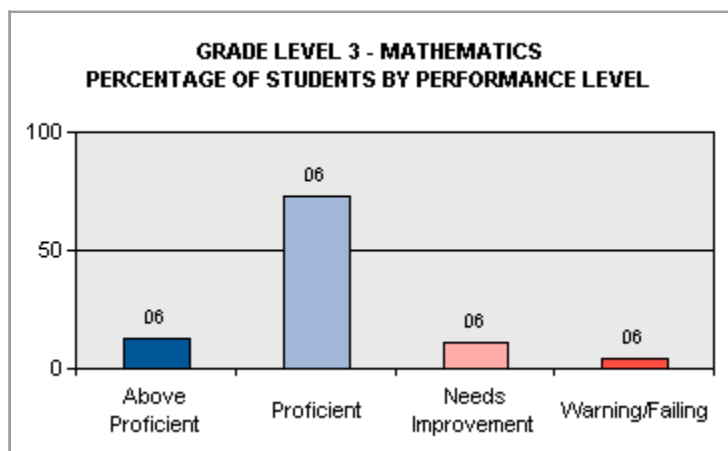
GRADE LEVEL 3 - READING																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	13	100	8	62	23	8	92.3	74	99	9	39	43	8	83.4	11819	100	5	24	47	25	69.4
LEP/FLEP	2	-	-	-	-	-	-	21	100	5	43	33	19	71.4	6371	100	5	22	49	24	64.5
Low Income	7	-	-	-	-	-	-	38	100	16	42	37	5	84.2	21670	100	7	28	48	17	71.3
African American/Black	0	-	-	-	-	-	-	6	-	-	-	-	-	-	5921	100	7	29	49	15	72.0
Asian or Pacific Islander	10	100	40	50	10	-	95.0	78	100	42	44	13	1	94.6	3611	100	22	40	32	7	84.8
Hispanic	2	-	-	-	-	-	-	14	100	14	36	36	14	78.6	8689	100	5	24	50	22	66.6
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	283	100	11	38	38	13	79.5
White	83	100	40	48	11	1	96.4	403	100	34	44	21	2	92.6	52023	100	21	45	29	5	87.5
Other Subgroups																					
Male	43	100	35	47	19	-	93.0	265	100	29	43	25	3	90.6	36301	100	16	40	35	9	82.1
Female	52	100	42	52	4	2	99.0	236	100	40	44	15	1	94.5	34278	100	21	41	32	7	84.8

Title I	0	-	-	-	-	-	-	21	100	-	14	67	19	53.6	23562	100	8	30	48	15	72.6
Non-Title I	95	100	39	49	11	1	96.3	480	100	36	45	18	1	94.1	47017	100	23	46	27	5	88.9
Non-Low Income	88	100	38	51	10	1	96.6	463	100	36	44	19	2	93.1	48909	100	23	46	27	4	88.8
LEP	2	-	-	-	-	-	-	17	100	-	41	35	24	66.2	4627	100	3	17	51	29	59.4
FLEP	0	-	-	-	-	-	-	4	-	-	-	-	-	-	1745	100	12	34	43	10	78.0
1st Yr LEP*	0	-	-	-	-	-	-	4	-	-	-	-	-	-	517	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	5	23	47	26	61.3
All Students																					
2006	95	100	39	49	11	1	96.3	501	100	34	44	20	2	92.4	70751	100	18	40	34	8	83.4
2005	87	-	N/A	80	20	N/A	95.1	464	-	N/A	78	20	3	92.9	71445	-	N/A	62	31	7	85.2

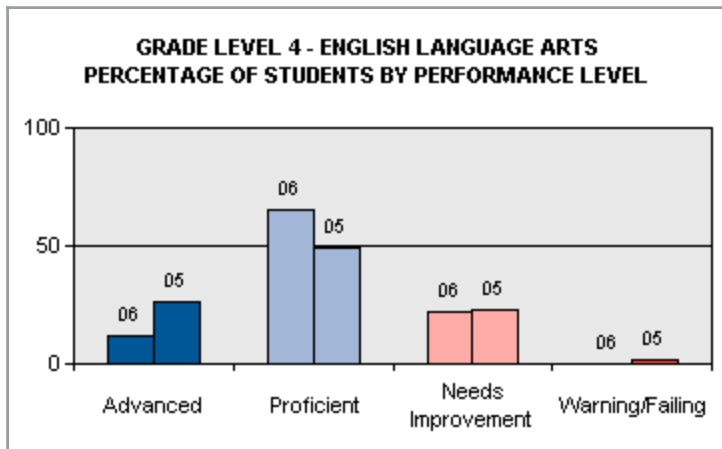


GRADE LEVEL 3 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	13	100	-	54	23	23	88.5	74	99	1	35	31	32	68.6	11827	100	1	22	36	41	61.5
LEP/FLEP	2	-	-	-	-	-	-	21	100	-	48	33	19	72.6	6372	100	2	28	34	36	61.6
Low Income	7	-	-	-	-	-	-	38	100	3	39	42	16	73.0	21666	100	1	30	38	31	64.4
African American/Black	0	-	-	-	-	-	-	6	-	-	-	-	-	-	5921	100	1	28	39	32	63.0
Asian or Pacific Islander	10	100	20	70	10	-	97.5	78	100	14	65	21	-	93.9	3618	100	8	55	26	11	83.7
Hispanic	2	-	-	-	-	-	-	14	100	-	29	50	21	66.1	8693	100	1	25	37	37	60.1
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	282	100	2	43	38	18	75.8
White	83	100	12	73	10	5	95.8	402	100	6	64	22	8	87.9	52037	100	5	53	31	11	82.3
Other Subgroups																					
Male	43	100	14	74	5	7	95.3	265	100	6	60	23	10	85.8	36317	100	4	48	31	16	78.5
Female	52	100	12	71	15	2	96.2	235	100	8	66	22	4	90.6	34290	100	4	47	33	16	77.5
Title I	0	-	-	-	-	-	-	21	100	-	19	48	33	59.5	23563	100	2	32	38	28	66.2
Non-Title I	95	100	13	73	11	4	95.8	479	100	8	65	22	6	89.3	47044	100	5	56	29	10	84.0
Non-Low Income	88	100	13	72	11	5	95.5	462	100	8	65	21	6	89.3	48941	100	5	56	29	9	84.0
LEP	2	-	-	-	-	-	-	17	100	-	41	35	24	69.1	4635	100	1	23	35	42	57.4
FLEP	0	-	-	-	-	-	-	4	-	-	-	-	-	-	1738	100	4	42	32	22	72.7
1st Yr LEP*	0	-	-	-	-	-	-	4	-	-	-	-	-	-	539	100	-	-	-	-	-

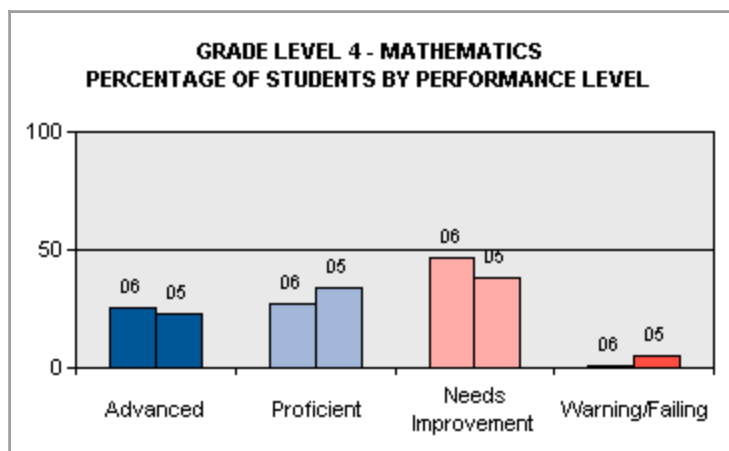
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	62	100	-	24	34	42	57.3
All Students																					
2006	95	100	13	73	11	4	95.8	500	100	7	63	23	7	88.1	70741	100	4	48	32	16	78.0
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS																						
Student Group	School							District							State							
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		
AYP Subgroups																						
Stud. w/ Disab	10	100	-	50	50	-	80.0	73	100	1	25	49	25	70.5	12698	100	1	15	48	36	59.8	
LEP/FLEP	4	-	-	-	-	-	-	21	100	-	43	43	14	75.0	6182	100	2	20	46	31	60.1	
Low Income	6	-	-	-	-	-	-	42	100	7	33	40	19	72.0	21707	100	2	25	49	24	65.5	
African American/Black	0	-	-	-	-	-	-	9	-	-	-	-	-	-	6115	100	2	25	49	24	65.1	
Asian or Pacific Islander	5	-	-	-	-	-	-	59	100	19	64	15	2	93.2	3675	100	14	43	33	9	82.2	
Hispanic	0	-	-	-	-	-	-	8	-	-	-	-	-	-	8608	100	2	22	48	29	62.2	
Native American	0	-	-	-	-	-	-	2	-	-	-	-	-	-	225	100	4	33	47	16	73.4	
White	76	100	13	64	22	-	92.8	385	100	14	56	25	5	89.8	52519	100	9	47	37	7	82.9	
Other Subgroups																						
Male	47	100	6	68	26	-	92.0	234	100	9	56	28	7	87.4	36664	100	5	38	43	14	75.7	
Female	34	100	21	62	18	-	94.1	229	100	19	57	22	3	91.8	34518	100	11	46	35	9	82.2	
Title I	0	-	-	-	-	-	-	7	-	-	-	-	-	-	23263	100	3	26	50	21	66.9	
Non-Title I	81	100	12	65	22	-	92.9	456	100	14	56	25	5	89.7	47919	100	10	49	34	7	84.6	
Non-Low Income	75	100	11	65	24	-	92.3	421	100	15	58	24	3	91.3	49475	100	10	49	34	6	84.7	
LEP	2	-	-	-	-	-	-	13	100	-	38	38	23	69.2	4051	100	1	13	46	40	53.1	
FLEP	2	-	-	-	-	-	-	8	-	-	-	-	-	-	2131	100	5	34	46	15	73.3	
1st Yr LEP*	0	-	-	-	-	-	-	3	-	-	-	-	-	-	507	100	-	-	-	-	-	
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	83	99	1	24	49	25	62.3	
All Students																						
2006	81	100	12	65	22	0	92.9	463	100	14	56	25	5	89.6	71277	100	8	42	39	12	78.8	
2005	86	-	26	49	23	2	90.7	500	-	19	48	28	5	87.0	72618	-	10	40	40	10	78.5	



GRADE LEVEL 4 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	10	100	10	10	70	10	77.5	72	100	4	15	43	38	63.5	12729	100	3	12	46	39	57.1
LEP/FLEP	4	-	-	-	-	-	-	21	100	14	33	38	14	73.8	6200	100	7	15	46	32	58.2
Low Income	6	-	-	-	-	-	-	42	100	14	24	43	19	68.5	21764	100	6	15	51	28	60.3
African American/Black	0	-	-	-	-	-	-	9	-	-	-	-	-	-	6127	100	4	14	52	30	57.9
Asian or Pacific Islander	5	-	-	-	-	-	-	59	100	49	37	7	7	92.4	3682	100	28	29	34	9	81.8
Hispanic	0	-	-	-	-	-	-	8	-	-	-	-	-	-	8644	100	5	13	49	33	57.0
Native American	0	-	-	-	-	-	-	2	-	-	-	-	-	-	226	100	9	22	50	18	69.9
White	76	100	25	25	49	1	85.2	385	100	25	33	35	7	84.6	52633	100	17	28	44	10	77.2
Other Subgroups																					
Male	47	100	19	32	49	-	85.1	233	100	24	35	32	9	84.4	36766	100	15	25	45	15	73.8
Female	34	100	32	21	44	3	86.0	230	100	29	31	33	6	85.1	34586	100	15	25	45	15	72.8
Title I	0	-	-	-	-	-	-	7	-	-	-	-	-	-	23325	100	7	17	51	26	61.7
Non-Title I	81	100	25	27	47	1	85.5	456	100	27	34	32	8	85.2	48027	100	19	29	42	10	79.0
Non-Low Income	75	100	25	25	48	1	85.0	421	100	28	34	32	6	86.4	49588	100	19	30	42	9	79.1
LEP	2	-	-	-	-	-	-	13	100	8	31	46	15	69.2	4069	100	4	11	45	39	52.6
FLEP	2	-	-	-	-	-	-	8	-	-	-	-	-	-	2131	100	13	22	47	19	69.0
1st Yr LEP*	0	-	-	-	-	-	-	3	-	-	-	-	-	-	522	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	83	100	4	14	52	30	57.8
All Students																					
2006	81	100	25	27	47	1	85.5	463	100	27	33	33	8	84.8	71417	100	15	25	45	15	73.3
2005	86	-	23	34	38	5	82.8	500	-	20	32	39	8	81.1	72668	-	14	27	45	15	73.7



Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

African American or Black. A person having origins in any of the black racial groups of Africa.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities: (same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

Web Resources

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=02710025
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/